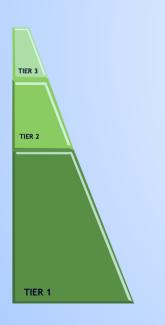
Response to Intervention Framework in Primary Grade Reading

Response to Intervention (RtI) is a framework for supporting students who are potentially at risk and assisting them before they fall behind. RtI is grounded in high quality core classroom instruction for all students which is then supplemented as necessary by progressively more intensive interventions for students who may struggle with reading or mathematics. Key components of Rtl are periodic universal screening to determine which students may need additional instruction and ongoing progress monitoring to ascertain the effectiveness of additional instruction. The Rtl framework represents a continuum and is often depicted as a triangle with three tiers of progressive intensity.



Small group, more intense Instruction focused on specific skills



Tier 2: Interventions





Tier 3: Intensive Support Most intense, often one-to-one



Tier 1: Core Instruction All students

All Students

Universal Screening

- -Create RtI team to implement screening
- -Select measures based on: reliability, efficiency, validity
- -Screen all students
- -Use benchmarks to set cut-points

All Tiers

Progress Monitoring and Differentiation

- progress monitoring data to differentiate in
- interpretation

-Use an intervention curriculum based on foundational reading skills

—Intense instruction features: modeling, scaffolding, thinkalouds, practice, and corrective feedback

Tiers 2 & 3

Systematic Skill Instruction

-Provide small group instruction at Tier 2

-Focus on a few skills in daily sessions at Tier 3

- -Use screening data to differentiate in Tier 1 and Tiers 2 and 3
- -Differentiate by varying time, content, and support -Provide training on data collection and
- -Establish decision rules for using data